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ABSTRACT

To improve preparation of personnel in career education, a project conducted by Oregon's Interinstitutional Consortium for Career Education (ICCE) focused on three areas: staff development for college and university faculties; program development for teacher, counselor, and administrator preparation; and teacher certification and training program accreditation. (ICCE is composed of all Oregon institutions of higher education which prepare teachers, counselors, and administrators.) This report summarizes the activities of the Consortium during the third year of a five-year effort. (See CE 019 417 for a performance report of the project's second year of operation.) Included in this document are descriptions of the project's major activities and of related TSPC (Teacher Standards and Practices Commission) activities; an evaluation summary (see CE 019 261 for the full evaluation report); a discussion of anticipated changes and problems; and reports of dissemination activities and special activities. The following materials are appended: list of consortium committee members; institutional guidelines; guidelines for preparatory program accreditation in career education; an informational newsletter and brochure; and abstracts of related project reports. (BM)

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ED166393

FINAL PERFORMANCE REPORT

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Gary Kramer
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A Report of the Project
STATEWIDE INFUSION OF CAREER EDUCATION
INTO THE PREPARATION OF
TEACHERS, COUNSELORS AND ADMINISTRATORS

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NATIONAL INSTITUTE OF EDUCATION

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August, 1977

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The activity which is subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare, and the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of either agency. No official U.S. Office of Education or Oregon Department of Education endorsement should be inferred.

The material presented in this document has been developed through activities of the Interinstitutional Consortium for Career Education and within the jointly state and federal supported project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators." This comprehensive Project is focused on three essential aspects of preparing education personnel for expanded and extended roles in career education; staff development for college and university faculties; program development for teacher, counselor and administrator preparation; and teacher certification and training program accreditation.

This report for the period of July 1, 1976 to June 30, 1977 summarizes the activities of the Consortium in each of the above areas. In addition to the summary of the activities conducted during this past year, both statewide and on individual campuses, a summary of the third-party evaluator's report is included. Also included are abstracts of the four publications that resulted from special activities which were included in this effort. Since this Project has been designed to impact primarily on colleges, universities and state agencies which have responsibilities for training educational personnel in career education, single copies of these documents will be provided to such organizations until the original printing is exhausted. I sincerely hope that the documents developed during the conduct of this Project will serve as useful guides and prototypes for those who might wish to replicate the processes or adapt portions of the products produced.

The activities reported in this document represent the third year of a five year effort of Oregon's colleges and universities to improve their preparation of personnel in career education. This long-range effort has brought together all the colleges and universities in Oregon who have responsibilities in this area and they, with the collaboration of the Oregon Department of Education, the Oregon State System of Higher Education and the Teacher Standards and Practices Commission have worked toward the attainment of specific goals to improve the preparation of educational personnel for career education. There has emerged from these efforts an evolved model for bringing about change in college and university personnel preparation which might be applicable, whether it be for career education or some other educational reform or innovative effort. Further information concerning the intricacies of the model and the approach will be provided upon request.

In a Project of this nature, with its extensive linkages and many collaborative efforts, it is impossible to acknowledge all those agencies and individuals whom have contributed to its operation and success. However, we would be amiss if we did not acknowledge at least three agencies whose support and guidance has made this effort possible. The Oregon Department of Education through the Career and Vocational Education section have provided funds, materials, staff resources and helpful guidance in the development of the Project and its operation. Likewise, the Chancellor's Office of the Oregon State System of Higher Education has been equally

instrumental in the development and conduct of this comprehensive effort. The Teacher Standards and Practices Commission, that body which has responsibilities for certifying teachers and accrediting training programs, has also been instrumental in the Project design and operation. Don Gilles, Vern Rempel and Dick Jones, respectively of the three aforementioned agencies, have been most helpful in conduct of the Project.

The major portion of the work reported in this document has been done by faculty of the cooperating colleges and universities. While greatly appreciated these people are too numerous to mention individually since there have been hundreds of college and university personnel significantly involved in many activities of the Project. Providing specific direction to the Career Information Handbook development was Dr. Larry Kenneke, Oregon State University. Leadership for the Rural/Small Schools project was provided by Dr. Doyle Slater, Eastern Oregon State College. Dr. James Ellingson, Oregon College of Education, provided leadership in developing the Implementation Guide. A key strategy in bringing about change in the college and university teacher preparation programs, as related to career education, has been the involvement of college and university staff with local K-12 practitioners who were conducting exemplary programs in career education. The provisions of staff, program and facility resources by local educational agencies has been valued and greatly appreciated.

Finally, no acknowledgement of this past twelve months efforts would be complete without a special thanks to Zola Dunbar, Gary Kramer and Linda Johnston of the Consortium office. Without their support no significant measure of this work would have been completed.

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CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORT

Project Number	Grant Number	Nature of Report
554AH60289	300760275	FINAL

Project Title:	Period Covered by Report:
Statewide Infusion of Career Education Into the Preparation of Teachers, Counselors and Administrators	July 1, 1976 to June 30, 1977

Category of this Project:

Training

Name of the Project Director:

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MAJOR ACTIVITIES

Introduction

The primary purpose of this Project was to facilitate the improved preparation of teachers, counselors and administrators for the development and conduct of teaching-learning activities in career education. To accomplish this purpose the Project built upon and sought to expand and extend current development efforts of Oregon colleges and universities in the following areas:

1. Staff development for college and university faculty so as to enable them to infuse career education into teacher, counselor and administrator preparation,

2. Program infusion to incorporate into current teacher, counselor and administrator preparatory programs concepts and skills in the area of career education, and

3. Development of guides and materials to supplement and assist in the infusion/staff development process.

The 1975-76 (Phase I) activities of this Project included staff development for a cadre of individuals on fourteen of the fifteen campuses, collection and analysis of a basic body of knowledge for career education personnel development, design of the basic infusion strategy/process for course revision, and revision of rules for personnel certification and standards for preparatory program accreditation so as to reflect identified needs in career education. 1976-77 activities of the Project (Phase II) built upon those initial accomplishments by providing advanced training to cadres, basic preparation of special groups including deans of education and faculty from academic disciplines, refining institutional long-range plans for career education personnel development, infusion of professional education courses with the skills and knowledges needed for effective work in the area of career education, application of revised program accreditation and personnel certification rules and recommendations, applying the use of community resources in colleges and universities, utilizing the Career Information System in teacher, counselor and administrator preparatory programs, and adapting career education materials for use by personnel in small, rural schools.

Project Management

The Marion Intermediate Education District, (IED), served as prime contractor for the Interinstitutional Consortium for Career Education and provided office space in the IED facilities for centralized Project activities. The facilities are new and not only provided the required office and meeting room but the contractor also supplied equipment, duplication needs and fiscal accounting. Members of the IED staff assisted Project staff as needed. The Marion IED assumed all fiscal and legal responsibility for

Project activities. Complete fiscal accounting made in accordance with practices established and approved by the State of Oregon was maintained at the IED office.

University/College Staff Development

Two general strategies for staff development were used -- statewide and institutional activities. Activities in each area served to enhance the value of the order by their mutual support, i.e., statewide activities provided staff development cadres with intensive preparation which enabled them to facilitate and give leadership to on-campus staff development and program infusion activities.

Statewide Activities -- The first statewide Staff Development workshop was held December 2-3, 1976, at Willamette University, Salem, Oregon. It focused on infusing professional education courses with career education. Also featured was the relationship between career education and the academic disciplines, and sex role stereotyping in career education. Revised reports of the Project's Phase I activities were distributed and participants oriented to their use. Details of this workshop are reported in Workshop Proceedings, December, 1976 and April, 1977, which is available from the Project office.

The second statewide workshop was held April 20-22, 1977, in conjunction with the Oregon Council of Career and Vocational Administrators spring conference. Teacher educators heard presentations by prominent career education figures relative to recent conceptual developments in the career education movement and the efficacy of career education throughout U.S. school programs. In addition six mini-sessions provided an opportunity for consortium representatives to focus on activities unique to individual campuses. Details of this workshop are reported in Workshop Proceedings, December, 1976, and April, 1977, which is available from the Project office.

Other statewide staff development activities participated in by college and university faculties included the Career Awareness Workshop sponsored by Oregon College of Education, October 8; the fall conference of Oregon Council of Career and Vocational Administrators, October 7; two training sessions on the use of the Career Information System, October 18 and 25; and the Work Experience Congress, November 11-12.

Additionally, eleven faculty members participated in the U.S. Office of Education, Commissioner's Conference on Career Education. A presentation regarding Consortium activities was made. Two consortium representatives have attended the U.S. Office of Education Mini-Conferences on Career Education (Teacher Education and Liberal Arts).

Statewide planning for career education inservice activities by regions took place during a cadre training update program on February 24-26 at Marylhurst College, Marylhurst, Oregon.

Institutional Activities -- Although professional development activities at the fifteen Consortium institutions supplemented those provided in the statewide workshops, they conformed closely to the individual needs of the institutions. These activities were supported through the Institutional Staff/ Program Development and Implementation Awards available to each institution. This Project year, fifteen institutional awards totaling $103,000 were made. Plans, developed and submitted by all Consortium institutions, were funded after analysis and approval by the Policy Committee of the Consortium. A requirement of each institutional award was the development of a long-range plan for continued staff development and infusion of career education into the existing teacher preparation programs. These long-range plans are on file in the office of the ICCE.

While staff development activities, utilizing the award monies, varied and reflected specific needs of each institution, the six required work areas for all institutions were:

A. Executing planned staff development activities for faculty members including attendance of staff development cadres at two, two-day statewide workshops.

B. Analyzing existing professional education courses to determine revisions needed for infusion of career education.

C. Infusing selected professional education courses with career education content; testing and revising such courses.

D. Involving the academic disciplines in personnel development for career education.

E. Updating and revising institutional long-range plans for career education in personnel development.

F. Providing information services to campus visitors and information requestors.

The 1976-77 Guidelines for Requesting Institutional Staff/Program Development and Implementation Awards is in Appendix B.

In addition, each of the fifteen institutions identified cadres that had received basic and advanced preparation for inservicing other staff on their campuses. Institutional staff development encompassed a variety of activities unique to each institution.

Activities ranged from the development of career education learning packages for teacher-educators, to holding staff retreats to examine career education concepts and philosophy. The institutional staff development activities have been conducted by cadre members, with assistance provided by project staff, Oregon Department of Education personnel and representatives from local educational agencies.

Institutional staff development activities carried-out during 1976-77 included: (1) Field experience to study exemplary practices in career education, (2) Selection and acquisition of career education materials including the "Career Information System (CIS), (3) Support for selected faculty from academic disciplines in the identification of career alternatives in discipline areas, (4) Involvement of staff members in retreats and workshops to gain further career education understanding and commitment, (5) Establishment of career education advisory committees with members representing departments of education, college administration, academic disciplines, career planning, and placement offices, local school districts, business, labor, industry and the professions, (6) Development of packaged instructional materials in career education for use by faculty and students including slide-tape components, (7) Mini-institutional workshops on infusing career education concepts into teacher education and liberal arts courses, (8) Mini-grants to individual faculty members to develop career education instructional programs, (9, Instructional management system to monitor the students' progress in developing career education competencies, (10) Cross-campus colloquia sessions, (11) Training sessions conducted by a representative of the National Center for Career Education at the University of Montana, and (12) Development of a Career Education Curriculum Module.

College and University Program Infusion

The further development and widespread infusion of career education knowledge, skills and attitudes into programs of teacher, counselor and administrator preparation constituted the major focus of the Project.

During the 1975-76 academic year, infusion of career education elements into established education personnel development programs was done on a trial basis at Portland State University, Lewis and Clark College, Oregon College of Education and Oregon State University. These colleges and universities had the responsibility of testing the feasibility of complete infusion of career education into all education personnel training programs in Oregon, and to develop a transportable model. A total of twelve courses were infused at the four institutions. The 1976-77 program infusion efforts utilized the procedure and materials developed and tested during 1975-76.

As a result of the success at the four colleges and universities involved in the trial infusion and the effectiveness of the staff development activities, both statewide and campus, all fifteen institutions were actively involved during 1976-77 academic year in analyzing their education courses, as well as academic disciplines, in light of career education content.

Because of the identified need on all campuses a variety of course syllabi have been revised to include career education. This is reflected in the final report from each institution which indicated a total of 71 courses infused. A separate document entitled Selected Syllabi for Infusing Career Education into College and University Courses contains representative revised course syllabi from each of the Consortium institutions and a listing of all revised courses. This report is available upon request from the Project office.

Additional impetus has been given to the infusion effort by work done through the three sub-contracts dealing with Utilization of the Career Information System, Utilization of Community Resources and Unique Needs of Small/Rural Schools. These three activities have helped highlight the importance of appropriate resources to facilitate and enhance the infusion process.

Guides and Materials in Special Emphasis Areas

In addition to the staff and program infusion done by all Consortium institutions, selected institutions, and agencies were involved in the design and development of materials, procedures and strategies needed to provide increased emphasis in:

1. Utilizing the Career Information System (CIS) for delivering career planning information to programs of educational personnel development and student counseling and placement.

   A sub-contract between CIS and the IED to provide services to Consortium institutions was arranged for the period of October 1, 1976 through June 30, 1977. Activities conducted by CIS included: (a) Joint planning with campus representatives for use of the CIS in the teacher preparation program and in the college and university at large, (b) Two regional training sessions in the use of CIS for campus representatives, and (c) installation on fourteen campuses, facilities and procedures to utilize the CIS system. These activities resulted in substantial interest from school of education personnel as well as exposing students to the system. Most noteworthy of the CIS implementation on the fourteen campuses utilizing CIS was the extension in the use of Career Information System for teacher education students to a broader student population. Total CIS utlization exceeds 2100 students.

2. Improving the identification and utilization of community resources for career education in colleges and universities.

   A sub-contract was executed with Portland State University to refine and extend to other institutions, efforts initiated by the Project's 1975-76 task force on Utilizing Community Resources in Higher Education. The activities conducted in this scope of work were: (a) Providing faculty members orientation and training sessions designed to improve the

utilization of community resources for career education, (b) Providing orientation and training sessions which will promote more effective delivery of community resources for career education by business, labor, industry, agricultural and professional representatives to colleges and universities, and (c) Coordinating with the Institute for Public Affairs Research (IPAR) to expand the identification and inventory of community resources appropriate for utilization by colleges and universities preparing students for a career which require a baccalaureate or higher degree.

The Community Resources Task Force sponsored a workshop for approximately seventy-five business, labor, industry and higher education faculty (from six colleges and universities) on May 20, 1977, at the Forestry Hall in Portland. The keynote address highlighted the "vital partners" concept of cooperation between Portland State University and the county, and several examples were cited regarding current and needed cooperation between the community and colleges and universities in the metropolitan area.

The major portion of the workshop was devoted to four separate groups of community and higher education representatives which formulated recommendations in the following areas, respectively:

1. Recruiting and scheduling a variety of community resources for use by colleges and universities,

2. How community resources can most effectively be delivered and utilized,

3. Identifying, recruiting and scheduling opportunities for college and university staff to periodically work in business, industry, professions or governmental agencies in jobs related to their campus responsibilities, and

4. Identifying and using college and university resources for market, product and staff development in business, industry and professions.

The workshop group recommended extensive involvement of IPAR, beginning in the fall of 1977.

3. Examining the career education preparation needs of personnel in small/rural schools.

Eastern Oregon State College entered into an agreement with the ICCE to provide leadership for adapting career education materials for effective use by personnel in small/rural school districts. Activities conducted in this scope of work included: (a) Assessing the unique needs in career education for teachers in small/rural schools, (b) identifying materials and resources which meet the

unique needs of small/rural schools, and (c) Establishing a procedure for adapting materials to the identified needs.

The project was prompted by the assumption that personnel for the small/rural school need to be assisted in:

1. Organizing and adapting career education activities appropriate to the particular geographic area and needs,

2. Selecting and adapting appropriate published student materials,

3. Selecting effective community career education resources,

4. Identifying supplemental resources and activities,

5. Developing simulated experiences for students relating to career education.

Activities in the project included:

1. Examining availability of resources and the development of materials guides for use in small/rural schools.

2. Assessing preparation needs in career education for teachers in small/rural schools.

3. Examining the processes and procedure of a faculty effort in development of a career education program in a small/rural school.

A rural school district in Northeastern Oregon was selected to conduct the activities. The twenty K-12 faculty of Imbler School District in Union County, working with staff from Eastern Oregon State College and Union County Intermediate Education District correlated a program including goals and sample activities, related to units of instruction. Faculty in secondary and faculty in elementary met in groups to assure some unity and correlation of effort. Development will continue in the next school year to acquire resources and activities to infuse into curriculum areas.

A complete report of this work is available in a publication entitled Career Education Needs in Rural or Small Schools from the Project office.

TSPC ACTIVITIES CONDUCTED WITH THE ICCE 1976-1977

Introduction

During the 1975-76 academic year the Oregon Teacher Standards and Practices Commission cooperated with the Interinstitutional Consortium for Career Education (ICCE) in the development of definitions and competency statements which expanded on the Commission's Rules for Certification. Guidelines were also developed to assist teacher education institutions to better prepare teachers for directing career education activities in public schools. (Appendix C)

During the current year the Commission entered into an agreement with ICCE to implement the materials which were developed in 1975-76. These materials included the above mentioned guidelines as well as the entire document entitled, "Career Education Personnel Certification and Program Accreditation". Specifically, the Commission sought during the current year to achieve the following:

1. To describe and document the procedures employed by the Commission to assure that career education concepts are incorporated in teacher education programs.

2. To review and suggest revisions in the description of a Model for Change in Education Programs in Oregon. The report will be based upon the activities which the ICCE has undertaken with the preparation institutions and the Commission.

3. To study current needs and trends in inservice education in Oregon and correlate the findings with developments at the national level and the results of other studies in this area. Special attention will be given to the professional growth of educators with responsibility for instruction and administration in the career education concepts.

Activities and Accomplishments

Guidelines for Career Education -- One of the products of the previous year's project was the Guidelines for Preparatory Program Accredition in Career Education (Appendix C).

Copies of the Guidelines for Career Education were distributed to each institution with the Commission's 1977 list of societies and associations which have guidelines. The Commission called attention to the "need for institutions to document through teacher education and/or departmental committee minutes that consideration has been given to appropriate guidelines.

The Commission evaluated six programs against this rule during 1976-77. An illustration of the attention to career education during the evaluation of a state institution follows. The Institutional Report includes a Mission Statement for the School of Education which stated that "the faculty seeks to: ....include in preparation programs, competency outcomes that are appropriate to program areas such as .... career education." The visiting committee reported to the Commission that "A review of approximately 80 course syllabi reveals that professional courses do relate to the objectives. Noticeably absent, however, are terms like career education.... The examination of secondary education syllabi reveals that career education .... objectives have not been incorporated as components of course offerings." The team commended, on the other hand, the music department, stating that "While career education is said in the Self-Study to be a priority, this is one of the few departments which, on the basis of objectives stated and courses developed, includes this component."

Revision of Rules for Certification -- A recommendation came from the 1975-76 ICCE project to incorporate career education into preservice education programs for both elementary and secondary teachers. Existing requirements made career education an optional component for elementary teachers and an inservice component for secondary teachers and special educators. The recommendations on career education were studied in conjunction with the review of certification endorsements during 1976-77.

The recommendations of the ICCE were to retain the current requirements in career education at the Standard certificate level and to add further requirements at the Basic certificate level. In the process of the reviewing of these recommendations, the content of the ICCE proposal was retained, by the preparation requirement was incorporated into the Basic certificate.

Based upon the recommendations of the ICCE, the Commission adopted revised Rules for Certification which incorporate preparation in career education into preservice programs. The revised rules were adopted July 15, 1977, and become effective January 1, 1980. The changes are summarized below.

PRIOR REQUIREMENTS	BASIC CERTIFICATE	STANDARD CERTIFICATE*
Elementary Teachers	No requirement in career education	Fifteen quarter hours including: Any three of the following: behavior modification, curriculum, early childhood education, education of the exceptional child, evaluation of learning, guidance and counseling, interpersonal relations, occupational or career awareness, philosophy or history of education

*In Oregon, a Basic certificate is required for all teaching in public schools. A Standard certificate is optional for elementary teachers, but is required of secondary teachers after six years of teaching on a Basic certificate.

PRIOR REQUIREMENTS	BASIC CERTIFICATE	STANDARD CERTIFICATE
Secondary Teachers	No requirement in career education	Fifteen quarter hours in an approved teacher education institution, in addition to requirement for the Basic Secondary Endorsement, including preparation in: Occupational Exploration and career decision making

NEW REQUIREMENTS	BASIC CERTIFICATE	STANDARD CERTIFICATE
Elementary Teachers	Thirty-six quarter hours of elementary teacher education preparation including: Career development with emphasis on career awareness	No requirement in career education
Secondary Teachers	Thirty quarter hours of secondary teacher education preparation including: Career development with emphasis on career exploration, decision making and preparation	No requirement in career education

Study of Continuing Professional Development -- In a 1971 position paper, the Oregon Teacher Standards and Practices Commission recognized the increasing role that inservice education must play in teacher preparation. Since the publication of that position paper several aspects of teacher education have changed. A variety of economic and population factors have resulted in the decline of new teaching positions and stabilization of the present teaching force. The age of current teachers and the decline in the mobility rate make it unlikely that a large number of teachers will leave the profession in the near future. Therefore, the Commission recognizes that in the years ahead, greater attention must be devoted to expanded inservice education.

New curricular emphases in Oregon elementary and secondary schools will also require programs for continuing professional development. These emphases include: new Oregon graduation requirements, newly adopted minimum standards for public schools, including handicapped children in regular classrooms, commitments to career education, multicultural and bilingual education.

To procede with planning and implementing programs for professional development, the Commission developed a position paper entitled Continuing Professional Development. Concurrent with the development of this paper, the Division of Teaching Research of the Oregon State System of Higher Education conducted a survey of teachers, principals and educational specialists to ascertain the impact that the emphases discussed above will have on public schools.

Findings on career education are shown below:

NOW Impact on Commitments to Career Education as Perceived by:

	little	some	considerable	a great deal
Principals		X		
Teachers		X		
Ed Specialists			X	

FUTURE Impact of Commitments to Career Education as Perceived by:

Principals		X		
Teachers			X	
Ed Specialists			X	

The Commission plans to follow-up on the findings of the Division of Teaching Research through a questionnaire to be distributed to every fourth public school teacher in Oregon (approximately 6,000 questionnaires). The questionnaire will ask teachers to rate the quality of their training in preparing curriculum and utilizing materials for the curricular emphases discussed above, including career education. Questions on improving preservice teacher education and on increasing the effectiveness of inservice education will also be asked. Distribution of the questionnaire will be made December, 1977, when the Oregon Department of Education's list of practicing teachers for the 1977-78 school year is available. Data from the questionnaires returned will be used by the Commission in further modification of preservice programs and in the development of inservice education.

PROJECT PARTICIPANTS

More than 1200 individuals from state and local educational agencies, from institutions of higher education and from business, labor, industry and the professions participated in a significant manner in one or more of the varied project activities. The following chart summarized the participation by major groups. Appendix D presents OE Form #467, Participant Summary.

Participants	Asian/ Pac Is	Black/ Negro	Cauc/ White	Hispanic	Male	Female	Total
4 yr college students	6	30	630	24	363	327	690
Teachers (K-12)	1		93		63	31	94
Counselors (K-12)			8		2	6	8
Administrators (K-12)			15		13	2	15
Bus/Ind/Labor/Professions			10		///	///	///
Parents			5		///	///	///
Other*	10	12	417	15	///	///	///
Total	17	42	1178	39	///	///	///

EVALUATION SUMMARY

Introduction

The evaluation procedures employed during the second year of the Project operation (FY 77) sought the answers to three basic questions:

A. How can a state infuse career education into its personnel preparation programs through a statewide system of higher education?

B. Is it realistic for career education concepts, methods and procedures to become an integral part of teacher, counselor and administrator education content?

C. Who learned what about career education on each of the campuses as an outcome of the Project and

1. What measurable changes were there in "Views Toward Career Education"?

2. What observable changes were there in staff and student behavior?

Each of the three questions and sub-questions above are answerable based on collection and analysis of data as described in Sections I - IV of this report. Following is a summary of the findings relative to each question and sub-question. Emphasis is placed upon detailed answers to Question C, sub-question 1 and 2 because therein lies the "proof of the pudding" as far as the Project's impact is concerned.

A. HOW CAN A STATE INFUSE CAREER EDUCATION INTO ITS PERSONNEL PREPARATION PROGRAMS THROUGH A STATEWIDE SYSTEM OF HIGHER EDUCATION?

Based on the experience of the Interinstitutional Consortium for Career Education (ICCE) during the past two years, a state can infuse career education into its personnel preparation programs. The strategy used was to develop a generalizable infusion model and some detailed illustrations of infusion in each curriculum area. The model and illustrations were then described and demonstrated to key personnel from each of the 15 teacher preparation institutions in the state, and the materials were disseminated to each of the campuses.

Reinforcement training in infusion was provided at each of the two statewide workshops. Upon request, the Project Director and a part-time curriculum specialist provided follow-up technical assistance on infusion on-site, to key personnel at the colleges and universities. Training was specific, dealing with syllabi that include desired student outcomes, teaching/learning activities, teacher competencies, and career education information.

Each teacher preparation program in Oregon's statewide system has no less than three courses in which career education is infused. The career education content that has been identified has provided a rationale and a vehicle for rewriting syllabi for teacher education programs.

B. IS IT REALISTIC FOR CAREER EDUCATION CONCEPTS, METHODS AND PROCEDURES TO BECOME AN INTEGRAL PART OF TEACHER, COUNSELOR AND ADMINISTRATORS EDUCATION CONTENT?

Yes, but the ICCE's experience is that the way in which this happens depends upon the context within which it is presented. For example, most of the campuses, particularly schools and colleges of education, were successful in bringing concepts, methods and procedures into their curricula under the rubric of "Career Education".

Other campuses, however, could integrate concepts and procedures like teaching students to teach their students how to get occupational information, how to apply for jobs, and employ effective interpersonal techniques needed on jobs, but they had to be integrated in discrete, separate concepts because of the strong resistance on campus, particularly among the academic disciplines, to the notion of an entity called "career education." This was notably true at Oregon Institute of Technology (OIT) which trains students primarily for entry into business and industry, and Reed College which is primarily a strong liberal arts college.

There were various gradations of this phenomenon. Though most apparent at OIT and Reed, acceptance of most of the basic tenets of career education but not the generic term was also evident at Oregon State University, University of Oregon and Eastern Oregon State College.

C. WHO LEARNED WHAT ABOUT CAREER EDUCATION ON EACH OF THE CAMPUSES AS AN OUTCOME OF THE PROJECT AND

1. What measurable changes were there in Views Toward Career Education?

The results of four administrations (Fall and Spring, FY 76 and FY 77) of an instrument designed to secure the views of teacher education students and college and university staff members appear below.

a. Students

Based on data gleaned from responses on the instrument, the major shifts from "disagree" or "undecided" to "agree" for students in infused courses occurred in connection with the following statements:

1. "In general, instruction in each subject should be systematically related to these life roles: citizen, producer and consumer."

2. "The school should give about equal emphasis to economics, family, civic and avocational career development."

3. "The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part-time basis."

4. "The school should assume responsibility to develop some degree of employability of students generally in Grades 9 through 12."

5. "Education designed to help prepare students for productive working lives should deal with the professions as well as with various business and industrial occupations."

6. "The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others.)"

7. "All students should have some form of on-the-job work experience which is arranged and coordinated by the school staff cooperating with business, industry, the professions and the home."

8. "Education designed to equip all students for making wise career choices and eventual entry into chosen fields should be systematically articulated Grades K-14."

9. "The ability to find and use information to make career decisions is an ability that should be included in school instruction."

10. "Follow-up of former students to determine and assist with meeting needs for retraining and upgrading should be the school's responsibility."

11. "Instructional-learning activities and content in all subject areas and disciplines should be related to perspective careers and life roles, systematically and continually."

12. "Teachers at the post-secondary level in all subjects and disciplines should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto."

13. "Most secondary school teachers should possesses enough skill and competency in their major field of teaching so they could (if called upon) be employed in a related position in a business, industry or profession."

14. "Segments of the community such as business, industry and the professions should influence (but not dictate) the school's curriculum."

The data indicates that no significant shifts toward "agree" occurred relative to the above statements as far as the teacher education students in "non-infused" courses were concerned. This would indicate that the Project and the infusion of career education concepts into teacher preparation courses did, indeed, influence students' views toward some of the career education tenets in a positive way.

An examination of responses on a special multiple choice instrument administered to students in both infused and non-infused courses in the Spring of 1977 revealed that the great majority of students responding:

1. In the order of frequency of mention, learn most about the world of work through (a) work experiences not related to classes, (b) work experiences related to classes, (c) class discussions.

2. In the order of frequency of mention, learn mainly three things about the world of work: (a) attitudes toward work, (b) job skills, (c) work habits.

3. In the order of frequency of mention, say that the term "career education" has been referred to in (a) methods courses in education, (b) introductory courses in education.

4. In the order of frequency of mention, say that when "career education" is referred to in classes it is usually referred to as (a) synonymous with education for life roles, (b) synonymous with vocational education, (c) a concept.

5. Say that they are being taught how to teach about the world of work in methods courses in education (almost the same number, however, say that they are being taught how to teach how the world of work in none of their classes).

6. Say that more attention was given in their classes to the study of career this year (1976-77) than last year.

7. In the order of frequency of mention, say that the study of career opportunities and requirements, (a) helps their own career development, (b) helps them assist their students with their career development, (c) helps make what they teach relevant to the "real" world.

It is significant that only <u>two</u> percent of the students responding who were in infused courses said that the study of career opportunities and requirements was of no particular benefit to them while <u>nine</u> percent of the students responding who were in non-infused courses viewed such study as being of no particular benefit to them.

a. Staff

Based on data gleaned from responses on the instrument, the major shifts from "disagree" to "undecided" to "agree" for college and university staff members occurred in connection with the following statements:

1. "The school should give about equal emphasis to economics, family, civic and avocational career development."

2. "Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the post-secondary level."

3. "The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part-time basis."

4. "The school should assume the responsibility to develop some degree of employability of students generally in Grades 9 through 12."

5. "The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others)."

6. "The ability to find and use information to make career decisions is an ability that should be included in school instruction."

7. "The school should assume responsibility to assist all students who leave the school (via graduation or dropping out) to locate employment or to continue their education."

8. "Instructional-learning activities and content in all subject areas and discipines should be related to prospective careers and life roles, systematically and continually."

9. "Teachers in all subjects and disciplines at the post-secondary level should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto."

10. "Segments of the community such as business, industry, and the professions should influence (but not dictate) the school's curriculum."

A greater proportion of staff teaching infused courses agreed with more of the tenets proposed in the instrument than was the case with staff who were not teaching infused courses.

An examination of responses on a special multiple-choice instrument administered to staff (including those teaching and those not teaching infused courses) in the Spring of 1977 revealed that the great majority of the staff members responding:

1. In the order of frequency of mention, said that career education outcomes they expect for their students: (a) include interpersonal relations, (b) include attitudes toward work, (c) include job and professional skills, (d) include information about employment opportunities. (One-third of the staff responding that were not teaching infused courses said that career education outcomes are not specified in their courses; no teachers of infused courses said that career education outcomes are not specified.)

2. In the order of frequency of mention said (a) they had revised their courses within the past two years to infuse career education content, (b) that they had always included career education content, (c) that they begun planning revised or new courses to include career education content.

3. Said that within the past two years, the ways they plan and conduct learning experiences for their students have changed to include more student participation; to involve more people from business, industry and the community at large, to involve more of their colleagues in other disciplines and to include the use of more instructional and resource materials.

4. Said that within the past two years the career informational services on their campuses have increased.

5. In the order of frequency of mention, said that the materials produced and workshops offered by ICCE as a part of the CEPD Project (a) are useful to them just as the materials are now presented, (b) may be useful to them in the future.

6. In the order of frequency of mention, said that sex role stereotyping (a) is a concern that they started trying to alleviate before the Project started, (b) is a concern and they have specific plans for trying to alleviate it, (c) is of no particular concern to them.

2. <u>What observable changes are there in staff and student behavior?</u>

The third-party evaluators site-visits during FY 77 to the campus of each teacher preparation institution participating in the Project were aimed primarily at getting answers to this question.

The following evidences of observable changes in behavior that can be attributed at least in part to the influence of the Project were cited by ICCE representatives, their colleagues and teacher education students.

a. College and University Staff Behavior Changes

1. Staff members have a heightened awareness of career education as evidenced in their new and revised syllabi and as observed in their formal and informal discussions of career education issues. The effect has been twofold: (a) for the majority of the staff the heightened awareness has prompted their changing their courses to include career education content, (b) for some, the opposite has occurred -- their hostility toward career education has sharpened by reason of increased attention to the concept.

2. Faculty members have learned to access the Career Information System (CIS), ERIC, the Oregon Department of Education and other sources for career education occupational information. Some staff, however, are attracted by CIS as a gimmick and see it as an end in itself rather than as a tool for generating interest in and more awareness of occupational information.

3. Some faculty members who remain dissenters about the rubric of career education are nevertheless applying some of the components of career education in their classes, e.g., job descriptions, job openings, skills and clusters of related skills required.

4. Staff members have increased knowledge and understanding of the Oregon design for career education -- based on awareness, exploration, preparation and specialization -- and the new high school graduation requirements.

5. Interaction among staff and the community, i.e., business, industry, government, service agencies and citizens-at-large has increased, most notably through planned, exploratory visitations and involvement of community representatives on-campus in course planning and presentations to students. Staff are becoming more aware of employers' "behaviors and expectations".

6. Interaction among staff across disciplines, within institutions, has increased markedly usually by reason of retreats, seminars, dinner meetings, campus-wide materials that focus on career education.

7. Interaction among staff and the career education personnel in the school districts where colleges and universities conduct supervised teaching for their students has increased.

8. Staff functioning as formal or informal student advisors are giving increased attention to students' career planning and placement.

9. The Project has motivated some individual staff members to develop professionally, e.g., write books or articles, revise or develop new syllabi, organize their thoughts, reassess and/or change their methodologies. A problem, noted particularly in the larger colleges and universities is that perhaps not enough persons on each campus were turned on by the Project to sustain the continuing utilization of the career education concept and content in the preparation of teachers.

10. Sophisticated systems are being developed as an outgrowth of the ICCE effort, e.g., the tape-slide mediated modules at Oregon State University and the computer-based student competencies monitoring system at Linfield.

11. Relationships between academic disciplines and career opportunities are being identified and taught, e.g., the art methods course at the University of Portland lists and motivates discussion on professions where training in art would help -- dentist, beautician, dress designer, architect, etc.

12. Counselors are increasing the proportionate share of their time that they devote to vocational guidance.

13. The use of diagnostic and prognostic instruments is being coordinated to demonstrate the benefits of using them for career development of students, e.g., Oregon College of Education the Personality Inventory (IPAT), the Strong-Campbell instrument and CIS are demonstrated and discussed as an integrated tool for teaching.

14. Follow-up surveys, e.g., Willamette University's annual follow-up of prior years' teacher education graduates, now contain references by respondents to career education. This was not true prior to the CEPD Project period.

15. Interaction among colleges and universities preparing teachers in Oregon has increased the past two years because of the task orientation provided through the ICCE and the CEPD Project and the involvement of higher education people statewide in helping with the professional development tasks.

b. Teacher Education Student Behavior Changes

1. Secondary students are taking career education content learned in education courses back to disciplines like art, speech, drama and English.

2. Students are using career education content in their themes and term papers in connection with education courses and courses in other disciplines. At Southern Oregon State College, for example, 170 students out of a total enrollment of 314 generated papers utilizing career education content.

3. Students have learned to access CIS, Institute for Public Affairs Research, ERIC, Education Index and other sources for occupational information; students are encouraging their peers to use CIS, GATB, etc.

4. Some graduate students are writing research reports, for example, a student at Oregon State University completed his dissertation in the Spring of 1977 and established a significantly mean conceptual gain in terms of student awareness of career education concepts.

5. Students exhibit heightened interest in and awareness of career education issues and questions.

6. Reports from school district personnel who interview job applicants indicate that student applicants are more aware of career education and their professional responsibilities in that area than they have been in the past.

7. Students' interactions with persons in business, industry, government and service agencies increased by reason of planned exploration visits, and by students exercising their own initiative to follow-up interests in and needs for occupation information.

8. For the first time, some students working in 1976-77 in career education programs in school districts where they did their supervised teaching.

9. Alternative careers for persons trained as teachers is increasingly a student interest as teaching positions become more difficult to find.

10. Teacher education students who do tutoring are taking their students to the career education resource centers on campuses and teaching them how to access CIS and other information sources.

11. Students in secondary education use CIS and generate lessons based on their experiences with it.

12. Students completing teacher preparation programs this year (FY 77) are better equipped than teachers completing in prior years for writing career education objectives and competencies statements to help their students meet Oregon's new high school graduation requirements.

ANTICIPATED CHANGES AND/OR PROBLEMS

Although normal problems and delays and adjustments occurred during the Project's operation, they were not serious enough that major changes were required. Minor adjustments in scope of work and strategies and procedures were made to accommodate the problems which occurred. A brief review of those problems and action are as follows:

1. A major effort in this year's Project activity has followed the strategy of sub-contracting pieces of work to the different colleges and universities. An abnormally long delay was encountered in approval of sub-contracts by the U.S. Office of Education. This, to a minor extent, caused delaying start of some portion of the Project longer than anticipated. To compensate for the initial delay, institutions and the ICCE had to adjust timelines on the various activities so that more of the work could be submitted during the last six months of the Project year. In a few instances, additional resources have been provided from both state and institutional funds which also assisted in the acceleration of the timeline. The major correcting factor in this regard has been the willingness of the institutions to proceed with the scope of work prior to actual notification of the availability of contract funds.

2. Statewide staff development activities continued to attract a mix of experienced cadre personnel and new people attending career education workshops for the first time. While the concept for the programming of the statewide workshops were linear in nature, that is succeeding workshops building upon the progress made in previous workshops, the audience was approximately 1/3 new each time. The result was to continually go back over work areas already covered in order to keep most of the audience at the same level of understanding. Since the institutions not the Consortium, have the responsibility of selecting individuals to attend the statewide workshops, steps were taken by the Project office to alleviate the problems. They included the writing of specific criteria for those to be selected for attendance, early publication of the program goals and activities so that self selection to best fit the needs of the individuals can be made and increased campus-based activities to prepare individuals for the work of the statewide meetings.

3. It was originally anticipated that work in the area of adapting career education materials to the needs of small/rural schools could rely heavily upon materials already available. The early review of materials indicated that (a) the volume of materials anticipated was not readily available, (b) the quality and adaptability of such materials was not as high as anticipated, and (c) the size of the small/rural school being considered in Oregon is much smaller than schools for which the materials that are available was originally designed. Due to lack of appropriate

materials the focus of the Project moved somewhat from the area of adaptation of materials and guides to a concentration on the determination of needs and the identification of resources which, to a limited extent, pertained to the guides and materials requirements.

DISSEMINATION ACTIVITIES

A mailing list comprising state and national offices and personnel was maintained for the dissemination of Project materials and information. Regular communication with the fifteen institutions, appropriate state agencies and the USOE was provided.

Numerous presentations concerning the scope and direction of the Project were made. For example, Dr. Ward and ICCE institutional members have presented Consortium activity reports to various workshops including the Commissioner's Conference on Career Education, Oregon Council for Career and Vocational Administrators (Fall and Spring Conferences), U.S. Office of Education Project Director's meeting and numerous college and university meetings. The presentation, along with considerable personal contact, provided a reasonable awareness of Project activities. In addition, display and distribution of Project materials were made at various workshops, meetings and conferences.

A newsletter, OPEN LINE, (Appendix E) was continued during this Project year being published and disseminated bi-monthly for the duration of the Project. This newsletter was sent to all Oregon Project participants as well as selected personnel involved in career education projects throughout the United States. Total bi-monthly distribution exceeded 350 copies.

The Project has provided reports, and other related Project materials to the National Center for Career Education (NCCE) at the University of Montana. The same material was forwarded to ERIC system. Through NCCE/ERIC systems to users, Project materials and activities were made available for wide dissemination and use.

A publication A Model for Preparaing Educational Personnel for Career Education was developed which received widespread circulation not only in Oregon, but nationwide. This brochure provided information about the Project and focused upon a state model for change in teacher preparation. See Appendix F.

During the 1975-76 Project year, more than fourteen separate documents were developed and reported the many and varied activitiesof the Consortium effort. During the first three months of this Project year those reports were extensively reviewed by committees drawn from potential user groups, edited and printed in the office of the Marion IED. After review and editing, twelve of the documents were deemed ready for distribution statewide and to a limited extent to a national audience. Approximately 250 of each of the twelve documents have been distributed to the various target groups within the State of Oregon. 100 documents were distributed to groups identified by the U.S. Office of Education. That distribution included Office of Career Education (USOE) teacher education project directors, attenders at the 1974-75 Career Education conferences sponsored by the Oklahoma State University and attenders of the Four-Year Higher Education Institutions Career Education Mini-Conferences during the past two years. Limited numbers of the documents are still available for distribution upon request. A document entitled Publication Abstracts was prepared for statewide and national dissemination as a summary of the Project reports available. See Appendix G.

SPECIAL ACTIVITIES

The primary focus of this Project was staff development for college and university personnel in the area of career education and program development to bring about the infusion of career education into those preparatory programs for teachers, counselors and administrators. The nature of the Project was one of facilitating on-going efforts to colleges and universities, therefore, the spin-off or ripple effort from Project activities has been great. Most noteworthy of such activities included:

1. The development of a Career Information System (CIS) Handbook for use with colleges and universities. The CIS exists to facilitate student education and career planning. However, a document to assist colleges and universities with CIS implementation was not available. The CIS Implementation Handbook for Colleges and Universities is a separate document available from the Project office.

2. The preparation of an Implementation Guide to provide assistance to college and university faculty members in infusing career education into personnel development programs. It is basically made up of a series of guiding principles which are felt to be basic enabling conditions and facilitative activities necessary for program infusion. The Implementation Guide for Infusing Career Education into Teacher Education Programs is a separate document available at the Project office.

In addition to the above activities, efforts of the Consortium have assisted individual institutions to develop proposals for funding career education activities. Several other proposal development needs have been identified and institutions as well as the Consortium designated to propose for such funding.

A special effort was made during this Project year to focus staff development activities into the area of sex role stereotyping in career education. A major portion of the December workshop was devoted to the problems evolving around sex role stereotyping and activities, materials and services which might alleviate such situations. Additional work in this area will be enlarged in Phase III. It is anticipated by the proposed Project for 1977-78 to decrease sex role stereotyping through the development of an instructional package which can be utilized in teacher education programs for prospective middle school and secondary teachers.

APPENDIX

APPENDIX A

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1976-1977

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APPENDIX B

GUIDELINES FOR REQUESTING INSTITUTIONAL
STAFF/PROGRAM DEVELOPMENT AND IMPLEMENTATION AWARDS

INTRODUCTION

The Project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" (CEPD Project) is a collaborative effort of the U.S. Office of Education, the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities which prepare educational personnel. The three principle foci of the Project are Program Development and Implementation, Personnel Certification and Program accreditation and Community Resource Utilization. Within the Program Development and implementation focus there are three sub-components. These are staff development, program infusion, and special emphasis areas.

This paper outlines the purposes, procedures and financial arrangements for conducting and supporting individual campus activities in the areas of staff development and program infusion for career education.

PURPOSE

The overall purpose of the CEPD Project is to facilitate efforts of Oregon colleges and universities to improve the preparation of teachers, counselors and administrators as related to career education. Therefore, the primary purposes of the Institutional Staff/Program Development and Implementation Award (Institutional Awards) are to 1) provide opportunities for faculty members to gain greater understanding and knowledge of career education, 2) promote institutional planning for career education and 3) facilitate the infusion of career education concepts and techniques into teacher, counselor and administrator preparation.

SCOPE OF WORK

Work in the following areas will be required of all institutions:

1. Executing planned staff development activities for faculty members including attendance of Staff Development Cadres at two (2), two-day (2-day), statewide workshops.
2. Analyzing existing professional education courses to determine revisions needed for infusion of career education.
3. Infusing selected professional education courses with career education content; testing and revising such courses.
4. Involving the academic disciplines in personnel development for career education.
5. Updating and revising institutional long-range plans for career education in personnel development.
6. Providing information services to campus visitors and information requesters.

Institutions are expected to exercise flexibility and initiative in determining what activities to conduct, the extent of those activities and how to carry out such activities in the areas listed above. Additionally, institutions should propose to conduct work in other areas which will facilitate the development of career education on their campuses. These additional areas may include collaborative work with one or more of the Project's special area sub-contracts, i.e., small rural schools, Career Information System, community resource utilization, teacher certification and program accreditation as well as other areas unique to the institution's needs.

FORMAT FOR INSTITUTIONAL AWARD REQUEST

The following suggested format is intended as a guide, therefore, institutions should feel free to present the required and suggested information in an alternate format if it better serves their need.

Introductory section -- This section must include a brief statement assessing the general level of staff/program development which exists on the campus and the purposes(s) and measurable objectives to be accomplished during 1976-77. Expected outcomes of the year's activities should also be stated.

Scope of work section -- This section must detail the specific activities to be accomplished in each required work area and in any other areas selected by the institution. Activities, as appropriate, should be quantified: e.g., how many courses will be infused, how many faculty will be involved, etc. Procedures as to how an activity will be carried out as well as what the activity is should be explained.

Budget -- Within the allocation for the institution specific line item amounts should be budgeted in the following categories: a) Personnel, b) Fringe Benefits, c) Staff Travel, d) Supplies, e) Contractual, f) Other, and Indirect. Please see Attachment A (adapted from OE Form 355, 12/75) for an explanation of what is chargeable to each category. These funds cannot be used for equipment, construction or office rent. Key staff and the percentage of time they will devote to the activities must be identified within the budget if any portion of their salaries are paid from these funds.

Transmittal letter -- The letter transmitting the proposal must be signed by the dean/director of the institution's school/department of education and any other signatory deemed appropriate by the institution. Within the letter of transmittal, the person directly responsible for admininstering the proposed activities must be identified.

LEVEL OF SUPPORT

$106,500 is available to support staff/program development activities of the fifteen Oregon institutions which prepare teachers, counselors and administrators. An institution's allocation of the total amount available will be a proportion based on the percentage of teachers, counselors and administrators prepared by that institution in 1974-75. Records in the Teacher Standards and Practices Commission offices taken from the report "Occupations on November 1, 1975, of Persons Completing Requirements for Basic Certification Between 9/1/74 and 8/1/75" have been used as the basis for determining the Institutional Award. In determining an institution's proportional allocation two factors, in addition to the percentage of personnel prepared, were taken into consideration. They were: 1) minimum allocations are provided for institutions which prepare less than 2% of the personnel, and 2) an institution which did not prepare a long-range plan during 1975-76 will only be eligible for a $1000 planning award. Attachment B presents program completions data and institutional award allocations.

PROCEDURES FOR SUBMITTING AND APPROVING DOCUMENTATION SUPPORTING REQUESTS

All documentation supporting the request must be submitted to Darrell Ward, CEPD Project, Marion IED, 3180 Center Street, N.E., Salem, Oregon 97301, before 5:00 pm on October 1, 1976. Requests will be reviewed by the ICCE Policy Committee and recommendations for funding and/or negotiation provided to the Project Director for final approval action. Since requests will be reviewed individually, they may be submitted anytime prior to Oct. 1 and the award will be negotiated and a contract completed at the earliest possible date. Assistance in developing the award request will be provided by the CEPD Project Staff to individual campuses as requested.

REQUIRED DELIVERABLES

The following materials and/or documentation will be required:

1. A semi-annual progress report, due Jan. 30, 1977, which describes the accomplishments through December 31, 1976. This narrative should be brief and accompanied by a line item budget spend-out report.
2. Revised syllabi for all courses infused with career education content, due July 30, 1977.
3. A revised long-range plan for career education personnel development, due July 30, 1977.
4. A final report describing the accomplishments through June 30, 1977, presenting the problems encountered in conduct of the activities, and providing recommendations for future action of the ICCE. The final report must be accompanied by a line item budget spend-out report. This report is due July 30, 1977.

An original and two copies of all deliverables must be provided.

PAY-OUT OF MONIES

Unless otherwise warranted by institutional circumstances the monies will be paid out to an institution in the following manner: 1/3 payable with execution of the contract, 1/3 upon delivery of a satisfactory semi-annual progress report and 1/3 upon delivery of a satisfactory final report.

ATTACHMENT A

Lines a - f Show the estimated amount for each direct cost budget item by the following categories. Within each category, please show estimated expenditures for major line items. Also please show computation of the line item amount; e.g.,

Line a - Personnel

1. Joe Smith; Project Coordinator; 0.25 FTE for 6 mo @ $500/mo. $750.00

2. Clerical assistance; 20 days @ $20/day. 400.00

$1150.00

Line a "Personnel" must show salaries and wages of institutional staff only. Fees and expenses for consultants must be included on Line f.

Line b Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

Line c Indicate travel of employees only. Travel of consultants, trainees, etc. should not go on this line, nor should local transportation where no out-of-town travel is involved.

Line d Show all supplies and services to be secured, e.g. office materials, phone service, materials purchase, duplication of materials.

Line e Use for (1) procurement contracts (except those which belong on other lines such as supplies) and (2) subgrants or other assistance-like payments to secondary recipient organizations such as affiliates, cooperating institutions, delegate agencies, political sub-divisions, etc.

Line f All direct costs not clearly covered by Lines a through e must be included here. Examples are computer use charges, non-salary and wage payments to individuals (stipends, dependency allowances and trainee travel cost), required fees, consulting fees and travel, communication costs, utilities and custodial services, printing materials, and local transportation.

Line g Show the totals of Lines a through e.

Line h Show the amount of indirect cost if any is to be charged. Also show the method of computation, i.e. percent of salary and wages.

Line i Enter the total of amounts on Lines g and h.

ATTACHMENT B

Program Completions and Staff/Program Development Award Allocations for Colleges and Universities Preparing Teachers, Counselors and Administrative Personnel

Institution	Number of Students Completing Approved Program By Institution Between Sept. 1, 1974 and August 31, 1975*		Proportionate Award Allocation
	Number	Percentage	
Oregon State University	590	24%	$16,000
Portland State University	423	17%	16,000
Oregon College of Education	419	17%	16,000
University of Oregon	386	15%	16,000
Southern Oregon State College	212	8%	8,500
Eastern Oregon State College	134	5%	6,000
Lewis and Clark College	104	4%	6,000
Linfield College	55	2%	3,500
Pacific University	51	2%	1,000
University of Portland	51	2%	3,500
Willamette University	26	1%	3,000
George Fox College	20	0.7%	3,000
Reed College	17	0.6%	3,000
Warner Pacific College	13	0.5%	3,000
Oregon Institute of Technology	0	0.0%	2,000
TOTALS	2501	98.8%	$ 106,500

* Source: Records in the Teacher Standards and Practices Commission offices taken from the reports "Occupations on November 1, 1975, of Persons Completing Requirements for Basic Certification Between 9/1/74 and 8/1/75"

APPENDIX C

GUIDELINES FOR PREPARATORY PROGRAM ACCREDITATION IN CAREER EDUCATION

Responses to the following questions are intended to provide indicators of the quality of career education aspects of a teacher preparation program. They are referred to institutions, agenices and individuals responsible for accreditation of programs as supplementary guidelines to be used in development of institutional self-study reports and by outside program review/accreditation teams.

I. CURRICULA FOR TEACHER EDUCATION

A. What evidence exists to show that career education guidelines are available and that they have been used in planning and evaluating the teacher education curricula?

B. What evidence indicates that consideration is given to the recommendations of groups such as those listed below?

- Local consortia groups or advisory committees
- The Career Education Section of the Oregon Department of Education
- The Career Education Personnel Development Project
- The Interinstitutional Consortium for Career Education
- The Governor's Advisory Council for Career Education
- The Northwest Regional Educational Laboratory
- The Four-State Project for Career Guidance for Classroom Teachers
- The Office of Career Education, U.S. Office of Education

C. Have provisions been made in each endorsment program for attention to relevant career education concepts and competencies?

D. Has specific provision been made for the inclusion of career education concepts in certain courses or identifiable aspects of the program for humanistic and behavioral studies?

E. What evidence can be collected to demonstrate that attention has been given to the inclusion of the concepts characteristic of the Oregon approach to Career Education?

F. Where in the program are conceptual understandings developed for such terms as these:

- Career awareness
- Career clusters
- Career development
- Career education
- Career exploration
- Career guidance
- Career preparation
- Life roles
- Vocational education

G. Has a list of career education competencies been adopted for the teacher education program? Where have they been implemented, monitored and assessed?

H. What opportunities exist for prospective teachers to have experiences with children and youth in a learning environment in which concepts and activities of a career education nature are being explored?

I. Does a portion of the total student teaching or internship experience provide the prospective teacher with an opportunity to deal with career education concepts integrated with other assigned instructional responsibilities?

J. Does the college make an attempt to locate supervising teachers who have an understanding of the place of career education in their field and who encourage prospective teachers to include career education content and experiences in plans and instruction?

II. FACULTY FOR TEACHER EDUCATION

A. What opportunities have faculty members had which would familiarize them with ongoing career education programs?

B. What recent conferences, institutes, or workshops on career education have faculty members attended?

C. In what work experience (in addition to teaching) have faculty members engaged?

III. RESOURCES AND FACILITIES FOR THE TEACHER EDUCATION PROGRAM

A. Is an adequate supply of career education material available for use to illustrate the range and type of materials and media services now available in the public schools?

B. Does the media collection include materials such as the following?

Career Education books, periodicals, pamphlets, files, films, filmstrips, tapes and cassettes
The Oregon Department of Education publications including the Career Education Resource Catalog and all "updates"
Access to the Career Information System (CIS)
The Dictionary of Occupational Titles
Occupational Outlook Handbook
Public school career education curriculum materials

C. Where are career information materials available? Are they easily accessible?

D. Does the resource collection include a list of available community resources related to career education such as appropriate field trips and resource speakers?

E. What evidence shows that faculty members are aware of the materials and media and that the materials are being utilized by students?

IV. EVALUATION, PROGRAM REVIEW AND PLANNING

A. Is formation on the competencies of graduates collected, evaluated and used with consideration for appropriate career education objectives?

B. Do short-rante and long-range plans include attention to career education concepts?

That is, what procedure exists for developing career education goals, for identifying career education objectives, and establishing the means by which prospective teachers will attain the selected competencies?

DEFINITIONS OF KEY CAREER EDUCATION TERMS
FOR TEACHER CERTIFICATION PURPOSES

The following key terms, some of which already appear in Oregon Rules for Certification of Teachers, Specialists and Administrators, have been defined for the purpose of articulating to those responsible parameters for preparing educational personnel.

1. CAREER AWARENESS -- An educational process through which the student is provided the opportunity to recognize the relationship among the six life roles of learner, individual, producer, citizen, consumer, and family member, develop an awareness of the many occupational careers available, develop wholesome attitudes toward work and respect for workers in all fields, and develop an awareness of self in relation to occupational careers.

2. CAREER CLUSTER -- A group or "family" of related occupations, such as food service occupations, health occupations, social service occupations, etc., which have common or similar skills and knowledge requirements.

3. CAREER DECISION-MAKING -- The skill of making choices which evolves throughout one's career development as a result of the interrelation of self-information with career information.

4. CAREER DEVELOPMENT -- The acquisition of knowledge, skills and attitudes in relation to the producer role resulting from lifelong career related experiences, decisions and interactions.

5. CAREER EDUCATION -- As an integral part of the total education program, career education embraces the concept that each individual must learn to function effectively in six life roles: learner, individual, producer, citizen, consumer, and family member. Using the producer role as a major focal point, career education provides, within the curriculum, learning experiences to develop the attitudes, knowledge, and skills that enable persons to perform successfully in the producer role and assist them in related life roles.

6. CAREER EXPLORATION -- An educational process that helps learners arrive at tentative career choices and develop tentative occupational plans through exploring key occupational areas, assessing their own career and personal interests and abilities, becoming familiar with occupational clusters, and gaining experience in making meaningful career decisions.

7. CAREER GUIDANCE -- An integral part of the total career education process which aids learners in integrating self information with career information, in career decision-making, and in career planning appropriate to the individual's stage of career development.

8. CAREER PREPARATION -- An educational process designed to develop the knowledge, attitudes and skills required for effective job entry and/or advance occupational or education training.

9. OCCUPATIONAL AWARENESS -- (see Career Awareness)

10. OCCUPATIONAL EXPLORATION -- (see Career Exploration)

11. VOCATIONAL EDUCATION -- Vocational education is defined as a component of career education which offers specific skill training in a wide variety of subtechnical and subprofessional skills to prepare individuals for gainful employment.

CAREER EDUCATION COMPETENCIES FOR TEACHERS

The following have been identified as the 8 most basic competencies needed by classroom teachers relating to development and delivery of career education teaching/learning activities.

1. Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.

2. Enable learners to discover the interactions and relationships among life roles, personal life styles and occupational choices.

3. Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

4. Provide the learners with occupational information.

5. Identify and use school and community resources which will assist the learners in their career development.

6. Enable learners to identify and understand the differences in working relationships associated with various occupations.

7. Enable learners to acquire and apply decision-making skills.

8. Work with the learners in involving parents in the learners' career development.

APPENDIX D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE, ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK, NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through 5) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE		6	30	630	24	690				363	327
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS		1		93		94				63	31
COUNSELORS				8		8				2	6
ADMINISTRATORS				15		15				13	2
MEMBERS OF THE BUSINESS LABOR/ INDUSTRY COMMUNITY				10		10					
PARENTS				5		5					
OTHER (specify)		10	12	417	15	454					
TOTAL		17	42	1178	39	1276					

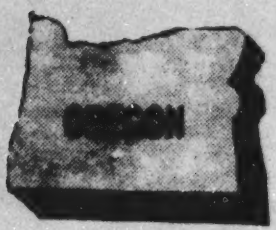
* Primarily instructional and administrative personnel from college and university staffs but also includes Oregon Department of Education, Teacher Standards and Practices Commission and other state level agency personnel.

Interinstitutional Consortium
for
Career Education

CAREER EDUCATION IN HIGHER EDUCATION

OPEN LINE

VOLUME II NO. I OCTOBER, 1976



CONSORTIUM MEMBERS

Eastern Oregon State College
George Fox College
Lewis & Clark College
Linfield College
Oregon College of Education
Oregon Institute of Technology
Oregon State University
Portland State University
Pacific University
Reed College
Southern Oregon State College
University of Oregon
University of Portland
Warner Pacific College
Willamette University

COOPERATING AGENCIES

Oregon Department of Education
Oregon State System of Higher Education
Oregon Independent Colleges
Marion Intermediate Education District

Darrell L. Ward,
Director
(503) 588-5330

3180 CENTER STREET NE
SALEM, OREGON 97301

CAREER EDUCATION CALENDAR

Date	Event	Location
October 7	ICCE Meeting in conjunction with OCCVA	Valley River Inn Eugene
October 7	OCCVA Conference	Valley River Inn
October 8	Career Awareness Workshop for Elementary Educators	Oregon College of Education
November 6-10	USOE Commissioner's Conference on Career Education	Houston, Texas
November 10-12	Work Experience Education Congress	Valley River Inn
December 2-3	Statewide Staff Development Workshop	Willamette Univ. Salem
February 8, 1977	ICCE Meeting	TBA
March 31-April 1	Statewide Staff Development Workshop	TBA
April 1	ICCE Meeting in conjunction with Statewide cadre wksp.	TBA
June 7	ICCE Meeting	TBA

* *

FOCUS OF 1976-77 PROJECT

The major focus of this year's project centers on increased efforts to expand staff and program development among the fifteen (15) participating institutions for infusion of career education concepts into the preparatory programs for education personnel. Through active participation of faculty members in statewide as well as institutional workshops, seminars and other professional development opportunities increased awareness, knowledge and ability in career education is expected.

Course and program development emphasis will be upon further analysis of education courses and identifying and developing additional strategies for infusing career education knowledge, concepts and skills into preparatory programs for educational personnel in teacher, special, counselor and administrative education.

The major strategy for accomplishing staff and program development is through institutional awards. Institutions are expected to exercise flexibility and initiative in determining what activities to conduct, the extent of those activities and how to carry out such activities.

* *

1975-76 PROGRAM DEVELOPMENT REPORT

Dr. Allen Lee, Portland State University has completed the monumental task of editing and assembling the 1975-76 Program Development reports. The reports will be available to task force personnel after the reports have been combined into specific task force areas. The Program Development report will reflect institutional effort in the infusing of career education into the preparation of teachers, counselors and administrators. Individual sections are: elementary teacher training and course infusion; secondary teacher training and course infusion; special education personnel and course infusion, vocational teacher training and course infusion; counselor training and course infusion; administrator training; career clusters and career cluster information; and community resources. Sincere appreciation is extended to all who worked on the Program Development Reports.

* *

SUMMARY OF INSTITUTIONAL LONG-RANGE PLANS FOR PERSONNEL DEVELOPMENT IN CAREER EDUCATION

The primary activity of last year's (1975-76) project resulted in the development of fourteen (14) institutional long-range plans for career education personnel development. Though each plan is unique, each addresses essential needs for effective career education personnel training. Such areas as administrative support and commitment to career education, staff development, and course program revision are reflected in the following institution summaries. Since the summaries are intended to highlight areas of intended emphasis by the institutions, more information may be obtained by contacting the consortium representative.

Reed College -- The education faculty intend to: (1) incorporate career education concepts, materials and/or activities into the education foundation courses, as well as the supervised field experiences; (2) develop, maintain and coordinate continuing career information service for all undergraduates and education students; and (3) establish and maintain regular monitoring, evaluation and plan updating.

Southern Oregon State College -- Retreats, workshops, handouts, etc. are planned to assist faculty to accomplish the following long-range goals: (1) career awareness and preparation emphasis to be reflected in preservice teacher training; (2) assist in coordinating training for inservice education; (3) continued procurement of career education materials to serve college staff, preservice and inservice teachers; and (4) provide career exposure for high school students through concurrent enrollment.

Linfield College -- Specific objectives are listed as: (1) to facilitate the infusion of career education concepts and techniques into the teacher preparation program; and (2) to provide opportunities for all campus faculty members to gain greater understanding and knowledge of career education; (3) to promote the development of all-campus planning for career education activities; (4) to establish procedures for working more closely with the schools which provide field experiences; and (5) to utilize the materials recently made available through the work of the CEPD project and Interinstitutional Consortium for Career Education.

Oregon College of Education -- The development of a training package, to be used by departmental representatives in providing information about career education to their colleagues, during the 1975-76 year, plus a Materials Center, will provide the major focus for 1976-77 staff development. Working with academic departments, the package will be expanded, field-tested and revised during the coming year. An effort will be made to consolidate and build on the progress made during the 1976-77 school year in infusing career education into education courses. It is expected that this procedure will lead to the training of all faculty members in career education and subsequent infusion of career education concepts.

Eastern Oregon State College -- Plans are to circulate purchased materials among faculty in academic disciplines and in teacher education. Additional acquisitions are to be made. Emphasis will be placed on the use of the needle sort Career Information System (CIS) and off-campus work experience with college students. Other activities include career guidance seminars, involve teacher education staff in the instruction of a course on career information, and to examine the application of developed materials to the teacher in the small/rural school.

(Continued page 3)

Lewis and Clark College -- Among major activities planned are to solicit faculty and student feedback concerning teacher education program review and to plan workshops to identify needs of faculty relative to awareness and understanding of career education. Overall long-range goal is to infuse career education in all of the teacher education courses at the undergraduate level and to provide specific course work for counselors and teachers at the graduate level. It is, also, anticipated to develop a career education resource center to serve the total campus.

Oregon Institute of Technology -- By involving associate Deans and department chairpersons of various technologies, it is planned to achieve a solid working knowledge of career education concepts among 90% of the teaching faculty. Heaviest infusion of career education concepts is to occur in the Tech. Ed. classes. The development of a new Tech. Ed. course is designed to be the prime delivery system for career education.

Oregon State University -- Plan indicates that activities will focus on revising the institution's career education model; appoint career education coordinator; visit exemplary field sites and attend workshops; integrate career education components into course materials; revise course materials and instructional strategies; field test revised materials in classes; infusion of classroom tested materials into total program; and continuous evaluation.

University of Portland -- The long-range plan of the school of education includes nine goals and learning activities: (1) seek to improve an understanding of career education and its implication among faculty of all disciplines; (2) provide career information for all students; (3) improve attitudes and understandings of students now enrolled in the elementary and secondary education programs; (4) utilize the Portland Metropolitan community as a resource; (5) active participation by faculty in the career education movement; (6) develop and maintain a career education resource center; (7) improve decision-making skills of students; (8) provide career education information to adults enrolled in education courses; and (9) involve the University Placement Staff in understanding career education goals.

Portland State University -- Major efforts will be made to coordinate career education efforts of academic departments. Staff development will be centered around four main foci: (1) acquainting and interesting various campus departments and groups with possibilities for career education course infusion and content emphasis; (2) continuing course infusion efforts in terms of undergraduate teacher education offerings and the refinement of courses infused this year; (3) continuing course offerings in career awareness; and (4) personally involving faculty in a summer faculty writing effort.

George Fox College -- Among expected outcomes are integration of campus-wide efforts and information concerning CEPD, continual updating of strategy for career education infusion into liberal arts curriculum, integration of career education concepts, goals and considerations into course material at all curriculum levels, and inclusion of career education emphasis in foundational structure of various curricular programs.

Willamette University -- The Willamette plan consists of three components: (1) organization and administration of career education includes awareness, evaluation and financial support; (2) to have an Education faculty which possesses the knowledge and skill and desire to produce teachers who are competent career education classroom teachers; (3) have career education infused into all education courses, and some career education provided in other academic disciplines.

Warner Pacific College -- Activities proposed include continuation of infusing career education into teacher education, involving the Teacher Education faculty in experiences which help them personally relate to the economic community, select faculty to spend internship in the economic community related to their subject area, select career education competencies to be incorporated into the teacher education program, and implement courses infused with career education competencies.

University of Oregon -- The five main thrusts for infusion of career education concepts and materials into professional programs in education are: (1) to insure that prospective teachers, counselors, administrators and supervisors are aware of, and understand, contemporary Oregon approaches to career education in the public schools; (2) to establish and maintain an up-to-date material resource center; (3) to establish and maintain a career education advisory committee; (4) to design and offer opportunities for inservice personnel; and (5) to develop and maintain faculty awareness and understanding of contemporary developments in career education programs and resources.

* *

COLLEGE AND UNIVERSITY STAFF DEVELOPMENT WORKSHOP
December 2-3, 1976

Tentative plans for a two-day college and university staff development workshop are "in the hopper". The workshop will be held December 2-3 at Willamette University in Salem. Presentations at the workshop will feature knowledgeable and experienced in-state and out-of-state personnel.

The primary purpose of the upcoming workshop is to feature the infusion of career education concepts into the core professional teacher education courses. The emphasis of the workshop is to provide an experience beyond surface career education generalities; therefore, sufficient coverage of the topics has been planned so that conference participants will leave the workshop with a data base relative to their teaching area.

Specific details will be mailed soon!

* *

HOUSTON CONFERENCE
November 6-10, 1976

The Commissioner's Conference on Career Education is set to begin in November. This national conference plans to be the biggest conference yet on career education. Top national leaders including Ken Hoyt, Sidney Marland, Terrell Bell among a host of others will be participating in the three-day conference. Eight sessions have been planned with fifty-two topics to choose from for each session. Contact Marv Harmon for specific details.

* *

CAREER EDUCATION PERSONNEL CERTIFICATION AND PROGRAM ACCREDITATION REPORT MADE AVAILABLE

The report made available by the Interinstitutional Consortium for Career Education contains definitions of career education terms employed in the Oregon Rules for Certification of Teachers, Specialists and Administrators and outlines competencies in career education needed by elementary and secondary teachers. It also contains guidelines for teacher preparation which are designed to foster the development of programs which will result in the acquisition of these competencies by entry-level teachers.

This document has resulted from work in the area of teacher certification and program accreditation for which the Teacher Standards and Practices Commission has provided specific directions and guidance.

Appreciation is expressed to the Study Committees for the preparation of the document and to the TSPC for their direction and activity.

* *

ARTICLES REQUESTED

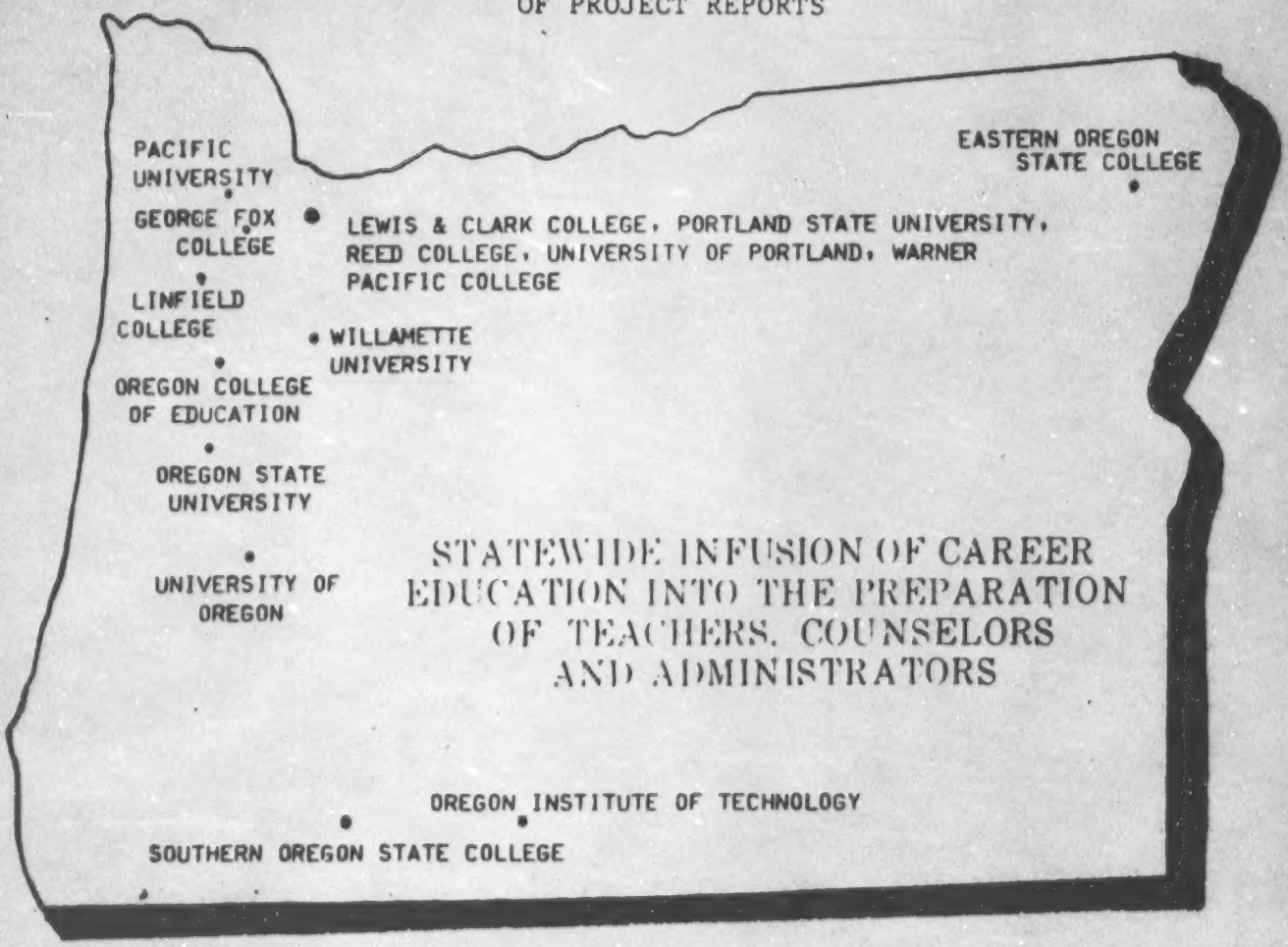
Please let OPEN LINE readers know what you, your committee and institution are doing regarding career education and/or the Career Education Personnel Development Project. In addition, the staff would like to hear your reaction to OPEN LINE and its content. You are on our mailing list -- please put us on yours. Send your newsletter items to Gary Kramer, Project Assistant, CEPD Project, Marion Intermediate Education District, 3180 Center Street NE., Salem, Oregon 97301.

* *

APPENDIX G

ABSTRACTS

OF PROJECT REPORTS


PACIFIC UNIVERSITY
GEORGE FOX COLLEGE
LINFIELD COLLEGE
OREGON COLLEGE OF EDUCATION
OREGON STATE UNIVERSITY
UNIVERSITY OF OREGON
LEWIS & CLARK COLLEGE, PORTLAND STATE UNIVERSITY, REED COLLEGE, UNIVERSITY OF PORTLAND, WARNER PACIFIC COLLEGE
WILLAMETTE UNIVERSITY
EASTERN OREGON STATE COLLEGE
OREGON INSTITUTE OF TECHNOLOGY
SOUTHERN OREGON STATE COLLEGE
STATEWIDE INFUSION OF CAREER EDUCATION INTO THE PREPARATION OF TEACHERS, COUNSELORS AND ADMINISTRATORS

INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION
3180 CENTER STREET NE
SALEM, OREGON 97301

Numerous documents reporting the work of the consortium have been reproduced. Abstracts of related reports are included in this document. The audience to which these reports are primarily addressed are teacher education institutions and state agencies concerned with personnel development for career education. Single copies of the reports, subject to availability of supply, will be made available upon request.

Darrell L. Ward

TITLE: *Career Education in Counselor Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *70 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: This Task Force was responsible for identifying, collecting and organizing a body of career education information worth consideration for the training of school counselors. The Task Force recommended teaching/learning activities which were based on eight basic career guidance competencies for teachers which were identified in a separate USOE funded project. Competencies needed by administrators, teachers and counselors which impact on all eight student competency areas are listed in the project.

Teaching/learning activities which relate to the guidance competencies were described in the report. Various activities relate to the primary, middle or upper, and junior high or high school level. The activities were selected from activities of other projects, school districts and Oregon's Career Information System. Teaching/learning activity packages include in addition to the activity topic, a statement of the purpose, objective, materials or facilities needed and the methodology prescribed for conducting the activity. Bibliographic citations are listed in the report.

The second part of the report, Course Infusion, presents syllabi for counselor preparation courses pilot tested at Portland State University and previously developed at Lewis and Clark College, respectively. The syllabus used in Ed 516: Career Education at Lewis and Clark College includes a description of the course purpose and procedures. An outline of topics used for ten class sessions accompanies the Lewis and Clark College syllabus.

The revised syllabus for Ed 486: Occupational and Educational Information, a three credit hour course at Portland State University, includes a listing of course objectives and an outline of recommended course content. This syllabus also presents suggested teaching/learning activities for the students enrolled in this course.

TITLE: *Career Education in Elementary Teacher Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *65 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Elementary Teacher Training Task Force was responsible for identifying, collecting and organizing a body of career education information which would be appropriate for inclusion in elementary teacher training programs. The report of this task force presents the following outcomes: desired student outcomes (K-6); K-6 teaching-learning activities; teacher competencies (K-6); and career information for use in teacher training programs.

Recommendations suggested by the task force for teacher educators include: (1) acquire knowledge of what is happening statewide in the area of career education, (2) visit public schools and observe presentations to students K-6 followed by a discussion with the classroom teachers of how particular lessons reflect overall objectives for career awareness and (3) use of community resource people in the college and university classes.

Readers will find included in this report a bibliography of resource materials appropriate for career awareness programs at the elementary level. Classroom activities which could be infused at different grade levels of an career awareness program are provided for the areas of fine arts, language arts, mathematics, music, physical education and social studies.

The report of Elementary Teacher Education Course Infusion provides two syllabi used in elementary teacher preparation courses. The activities have been designed to facilitate the development of teacher competencies for career education.

Syllabi prepared for ED 356 Teaching Strategies and Materials: Reading I. and Ed 357 Teaching Strategies and Materials: Language Arts at Portland State University accompany course descriptions, course objectives and student objectives. The specific student objectives reflect the need for students in Ed 356 and Ed 357 to have an awareness of the usefulness of reading skills in all life roles.

Teaching/learning activities included in the report illustrate career education content and an infusion process for use in reading programs. Examples of lesson plans developed by students in the course are included in the report. These include objectives, materials, procedures and suggestions for evaluating the lesson plan.

TITLE: *Career Education: Implications for Teachers, Counselors and Administrators Preparation*

PUBLICATION DATE: *March, 1976*

DESCRIPTIVE NOTES: *42 pages, available April, 1976, permission to reproduce granted*

DESCRIPTION:
College and university staff development is a major element of the Career Education Personnel Development Project. Three statewide staff development workshops were conducted for faculties of the Consortium institutions. The summary of the second workshop which was held in December, 1975 reviews the workshop objectives and describes the activities through which they were attained. An address entitled "A Conceptual Base for Career Education" was given by Dr. Edwin Herr, The Pennsylvania State University. Dr. Robert Taylor, The Center for Vocational Education, The Ohio State University, spoke to the group on "Implications of Career Education for Colleges of Education". Both presentations are included in the summary. Stimulator presentations at the workshop allowed participants to interact with K-12 practitioners of career education in small group work sessions.

TITLE: *Career Education Personnel Certification and Program Accreditation*

PUBLICATION DATE: *July, 1976*

DESCRIPTIVE NOTES: *91 pages, available September, 1976*
permission to reproduce granted

DESCRIPTION: The Teacher Standards and Practices Commision* was requested by the Interinstitutional Consortium for Career Education to participate in the preparation of guidelines, explanatory materials and recommendations for revising certification rules and program accreditation standards so that the requirements would more adequately reflect educational personnel preparation needs in career education. The activities and outcomes of three study committees are covered in the report. In the document, the organization, processes and recommendations of each committee are described. The committee to clarify and develop definitions and competency statements for career education concepts in Oregon Rules for Certification of Teachers, Specialists and Administrators reports the definitions of eleven key career education terms and eight basic career education competencies necessary for all education personnel. The committee to develop guidelines on teacher preparation to supplement the "Standards for Approval of Oregon College and University Teacher Education Programs" reports the guidelines developed. The third TSPC committee investigated the need for career education certification endorsement for a basic or standard Oregon teaching certificate. The third section of the document describes the implementation used by the committee and the analysis of assessment results.

The following are among the recommendations made by the study committee: (1) that the definitions of key terms be adopted by the Consortium and be recommended to the Teacher Standards and Practices Commission, (2) the eight basic career education competencies be included in teacher preparation programs and be additionally studied and validated, and (3) that the Guidelines be distributed to career education personnel at all levels in Oregon. The committee on the need for career education certification endorsement recommended that the following: (1) that a specific endorsement in career education for teachers not be developed at this time, (2) that career education be a part of teacher preparation at the basic certification level, (3) that further study be given to career education competencies for teachers, and (4) that career education be integrated with subject area preparation and professional education.

*The Teacher Standards and Practices Commission is the legally constituted body (Oregon Revised Statutes 342.120-342.200 and 342.505-342.663) charged by the Oregon Legislature to develop and administer certification rules and training program standards for Oregon School Personnel.

TOPIC: *Career Education Preparation Needs in Rural or Small Schools*

PUBLICATION DATE: *August, 1977*

DESCRIPTIVE NOTES: *101 pages, permission to reproduce granted*

DESCRIPTION: This report describes the procedure used by a faculty of 25 in a school district kindergarten through grade 12, in cooperation with a college to accomplish the following activities: Assess preparation needs in career education for teachers in rural/small schools; examine availability of resources and develop material guides for use in rural/small schools; and examine the process and procedure of a faculty effort in development of a career education program in a rural/small school. Included also is a brief description of career education goals, competencies, and activities as they relate to various subject areas.

TITLE: *Career Education in Secondary Teacher Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Secondary Teacher Training Task Force identified desired student outcomes and teacher competencies for grades 7-12. The Task Force further described how the student outcomes would apply in practice. Instructional approaches for meeting student objectives are discussed.

A comprehensive bibliography accompanying the report notes many sources of career education information which the Task Force felt useful for implementing the identified student outcomes. The areas covered by the bibliography are: Mathematics, Language Arts, Social Studies, Health and Physical Education, Fine Arts, Foreign Language and Science.

The recommendations of the Secondary Task Force included: (1) college and university disciplines should be surveyed in the manner of the prototype survey of the Social Sciences, (2) a matrix should be prepared showing the relationship of various disciplines to secondary school subjects, (3) there should be more exploration of the relationship of entry-level preparation to higher education, (4) the body of knowledge should include study of the relationship between technological change and entry-level skills, (5) school district guides should be available in teacher education resource centers, (6) there should be further study of differentiation between undergraduate and graduate study of career education, and (7) the Secondary Task Force Report should be used to acquaint business and industry leaders with the developing views of people involved in teacher education at the secondary level.

Part two of this publication describes the course infusion activities for secondary teacher training at Oregon College of Education and Portland State University. Oregon College of Education identified career education goals and related classroom activities for two courses Ed 363, Secondary Block and Ed 522 and Ed 571, Junior High and Secondary School Curriculum. The identified goals are directly related to course goals.

Portland State University pilot tested syllabi for secondary education teacher preparation in Ed 408, Special Secondary Methods: Physical Education; Ed 408, Special Secondary Methods: Science; Ed 469, Developmental Reading and Composition; Ed 548 BD, Advanced Secondary Methods: Science Advanced Methods; Ed 548 BC Advanced Methods: Social Science. Each final revised syllabus includes general and specific course objectives, course content, student activities, evaluation procedures, and bibliographic citations. Summaries provided by each course instructor indicated their perceptions of student awareness levels at the completion of the pilot trials. Recommendations for further refinement of each syllaus are also provided by the teacher trainers.

TITLE: *Career Education in Special Education Teacher Preparation*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Special Education Task Force was responsible for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of special education personnel. The findings reported reflect a consideration of career development theory as the basis for identifying bodies of career education knowledge for infusion into programs serving students with special needs.

Twenty-two student outcomes related to career education which are important for handicapped students to acquire are listed in the report. Each outcome is classified under one of the following three basic areas: (1) Daily Living Skills, (2) Occupational Guidance and Preparation, and (3) Personal-Social Skills. Teacher Competencies in seven skill areas related to the teaching of special education students are provided.

The Task Force made the following recommendations for preparing teachers with career education competencies: (1) selected characteristics of teacher training in special education be considered for teachers in regular training programs, (2) regular classroom teachers and the training programs for those teachers might begin to differentiate more precisely the expectations for adults and for children, (3) teacher trainers should be provided an opportunity to work with children who have difficulties in learning during the preservice period, and (4) that the emphasis on career education be viewed as an appropriate totally separate educational area.

Part two of the report, Course Infusion, offers two preservice course syllabi for the area of special education. These involve courses tested at Portland State University and previously developed at the University of Oregon, respectively. The PSU course, first taught in 1973, is entitled, Adolescent Curriculum/Career Education for the Handicapped. This course included content in the areas of Daily Living Skills, Occupational Guidance and Preparation, and Personal-Social Skills. Preservice students selected one of five options for course work.

The syllabi used in the University of Oregon course entitled Curriculum for the Mentally Retarded (SPF 489). Included the identified course texts, goals, thirteen preservice student objectives and evalution methodology. The syllabi presents a tentative course outline which included identified discussion topics relating career education topics to the special education preservice curriculum.

TITLE: *Career Education in Vocational Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *25 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The report of the Vocational Teacher Training Task Force provides information on activities and findings of the Task Force which has responsibility for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of vocational education personnel.

Included in the report are eleven suggested instructional packages. The Task Force felt that each package could be inserted into an on-going vocational teacher education course without major revision of the course. Each package includes a student activity intended to help the student relate career education concepts to an on-going vocational education course or program. The package specifies the content required in the finished lesson, specific elements which the student will address in the development of the product and vocational teacher education competencies to be demonstrated by completion of each of the eleven products.

The Course Infusion section of the report presents three teaching-learning activities representing three of the ten determined course goals. The three teaching/learning activities were pilot tested in IED 420, Industrial Education Organization and Management. This is a three credit hour course taught at Oregon State University.

The three learning experiences focus on the organization of: (1) cooperative work experience programs, (2) individual instruction plans, and (3) career information for a vocational or cluster area.

The procedure for student evaluation and the format for a student performance record are a part of this section of the report. In addition to the description of each student activity, specific elements to be addressed and student competencies, a listing of useful resources accompanies each activity.

TITLE: *Career Information for Teacher Preparation in Career Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *115 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Career Cluster Task Force Report presents (1) desirable outcomes for K-12 students and teacher education students, (2) teaching/learning activities for use at the college and university level, (3) competencies, skills and knowledge which teacher educators should have to deliver teaching/learning activities, and (4) content and materials which should be considered for inclusion in education personnel preparation programs in the colleges and universities.

In the report section entitled, "Introduction to the Career Cluster Concept", the Task Force differentiates between the Oregon, U.S. Office of Education and Career Information System approaches to grouping of occupational titles and identifies the classification schematic on which each approach is based. Also delineated in this section of the report are methods of gathering and disseminating career and occupational person power information.

Content and materials for inclusion in teacher training courses constitutes the major contribution of this report. Fourteen selected clusters were presented and information was given describing person power needs for each cluster.

The second section of the report presents a suggested model for the delivery of career information in preservice teacher training programs. The model prescribes the use of counselors, placement offices and career information centers as means for providing information to teaching faculty who could incorporate the information into teaching/learning activities.

TITLE: *Community Resources for Teacher Preparation in Career Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *55 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: It was the responsibility of the Community Resources Task Force to develop strategies and procedures which could be used to identify and utilize community resources at the college or university level. The report lists ten task force formulated objectives and indicates accomplishments related to each one.

One of the decisions reached by the task force was that community resources should be initially identified and utilized in higher education in the areas of Arts and Letters, Business Administration, Engineering and Education. Five types of community resources were identified: (1) speakers to be brought on campus to aid instruction, (2) community sites and personnel to serve as the locus for visitations, (3) community sites and personnel to serve as the locus for college and university students to have exploratory hands-on work experiences, (4) community sites and personnel to serve as the locus for college and university students to have preparation experiences, and (5) community sites which may be utilized for college and university faculty work experiences.

The Task Force worked with the Institute for Public Affairs Research (IPAR) to bring about the expansion of the IPAR inventory of community resources used in K-12 public school programs so that colleges in the Portland-Metropolitan area could benefit from those services.

The report features the program of the Career Education Community Resources Conference held March 11, 1976 at Portland State University. This conference was sponsored by the Community Resources Task Force for the purpose of discussing the use of community resources holding potential for enhancing college and university programs and the use of college and university programs for employe, product and marketing development.

The Task Force made eleven recommendations for action. The following suggestions were included in those recommendations: (1) the Community Resources Task Force should provide leadership for the development of orientation sessions designed to develop and improve the utilization of college and university personnel by the community, (2) colleges and universities should study, develop and expand the use of advisory groups composed of suitable representation from the communities, and (3) increased and continuous effort should be made to assure more participation of women and minorities.

TITLE: *Guide for Infusing Career Education into Teacher Education Programs*

PUBLICATION DATE: *August, 1977*

DESCRIPTIVE NOTES: *58 pages, permission to reproduce granted*

DESCRIPTION: The guide was prepared to provide assistance to college and university staff members in infusing career education into personnel development programs. It is based on the experiences of the members of the Interinstitutional Consortium for Career Education which is made up of all Oregon institutions of higher education which prepare teachers, counselors and administrators.

The Guide is basically made up of a series of guiding principles which are felt to be basic enabling conditions and facilitative activities necessary for program infusion. Under each principle is listed a series of short descriptions of activities in which consortium members engaged related to that principle. Also listed is a set of indicators of an effective program which set forth in general terms the characteristics of personnel development programs in which career education concepts have been effectively infused. These principles, activities, and criteria should be useful for program review and evaluation as well as in program development. The guiding principles include the following categories:

1. Administrative support and commitment.
2. Adequate reserach information.
3. Cooperative efforts with the state department of education, local school districts, and community resource people.
4. College staff inservice including visitations to exemplary career education programs, K-14.
5. Adequate delivery systems for providing career education information to college staff and students.
6. Adequate funding to provide for staffing, materials, and program development.
7. Planning and evaluation.
8. Provisions for coordination and articulation of programs within our institution.

TITLE: *Handbook for Implementing CIS at Colleges and Universities*

PUBLICATION DATE: *July, 1977*

DESCRIPTIVE NOTES: *25 pages, permission to reproduce granted*

DESCRIPTION: This handbook provides higher education personnel with information concerning the Oregon Career Information System (CIS). It provides background information and an overview of the system as well as suggested strategies for implementing the system at the college and university level. The implementation sections include both staff development processes as well as specific activities to use with students.

TITLE: *Selected Syllabi for Infusing Career Education into College and University Courses*

PUBLICATION DATE: *August, 1977*

DESCRIPTIVE NOTES: *59 pages, permission to reproduce granted*

DESCRIPTION: Included in this document are 20 syllabi of courses that have been infused with elements of career education. These are representative of infusion efforts at the 15 higher education institutions in Oregon that prepare education personnel. There are samples of both education and academic courses. The procedure and criteria for choosing courses is mentioned in a brief overview. A total of 71 syllabi were submitted and the number and titles of these are listed in the report.

TITLE: *University Staff Development in Career Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *94 pages, available October, 1976, permission to reproduce granted*

DESCRIPTION: During Phase I of the Project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators", more than 350 teacher educators participated in workshops intended to develop and update participants awareness of career education concepts and practices. Three statewide workshops were conducted which brought teacher educators in contact with notable individuals in the field of career education. The three events also featured career education practitioners from elementary, junior high and senior high schools throughout Oregon.

This summary outlines staff development activities conducted by the Project staff and by Consortium institutions during 1975-76 Project year. Statewide activities were supported by federal and state grants. Individual campus staff development activities were supported by "institutional awards" which were part of the federal grant.

Statewide staff development activities conducted by the Project staff allowed for dialog between teacher educators from the Consortium institutions and workshop presenters. Presenters included Edwin Herr, The Pennsylvania State University; Robert Taylor, The Ohio State University; and Keith Goldhammer, Michigan State University. The presentations given by these individuals are featured in the summary. Work sessions included small group meetings of college and university personnel with teams of practitioners from K-12 exemplary career education programs.

To assess increased in the level of awareness of career education knowledge and practices among teacher educators, a pre- and post-test perception check was conducted by the Project's third-party evaluator. Evaluation responses to statewide staff development programs provided continuous feedback to the Project staff. Evaluation instruments used during the Project are included in the summary. Responses to the perception check are provided in summarized form.

Institutional career education staff development plans guided campus activities during 1975-76. Activities varied according to the nature and needs of teacher training programs on each campus. During the year, initial long-range plans for career education personnel development were developed by 14 institutions. The summary presents the guidelines provided to each campus for the development of the long-range plans as well as a summary of major features of the plans. A listing of some of the institutional staff development activities planned for 1976-77 indicates that a wide variety of events will be undertaken during Phase II of the Project.

TITLE: *Workshop Proceedings, December, 1976 and April, 1977*

PUBLICATION DATE: *July, 1977*

DESCRIPTIVE NOTES: *84 pages, permission to reproduce granted*

DESCRIPTION: College and university staff development is a major element of the Career Education Personnel Development Project. This report summarizes the two statewide staff development workshops that were conducted for faculties of the Consortium institutions. Included are objectives of the workshop, copies of the programs, and an evaluation.

The first workshop, "Infusing Professional Education Courses with Career Education," held in December, 1976, was centered around work sessions dealing with four professional education areas: Social, Cultural and Psychological Foundations of Education; Instructional Methods and Materials in Reading and Language Arts; Instructional Methods and Materials in Social Studies; and Instructional Methods and Materials in Science and Health. The selection of participants and the small group process is described in the proceedings.

A general session for all participants included a presentation by Ms. Lena LaRae Glennon, Highline School District, Seattle, Washington. on the problem of sex role stereotyping in occupations.

The second workshop, "Career Education: Concept to Implementation in Higher Education," held April, 1977, focused on both state and national trends in career education. Input from the national scene was provided by five major speakers: Leni Ayres, Assistant Project Director, Stephen F. Austin University, "Demonstration Model for Training and Retraining Persons to Conduct Career Education Programs"; Dr. Edwin Herr, Pennsylvania State University, "Conceptual Foundations of Career Education"; Dr. Jerry Berberet, Willamette University, "Career Education and the Academic Disciplines"; Dr. Grant Venn, Georgia State University, "Career Education and the General School Administrator"; and Dr. Lois-ellin Datta, Deputy Assistant Director, National Institute of Education, Education and Work Group, "Evaluating the Efficacy of Career Education". Transcripts of Herr's, Berberet's, Venn's and Datta's speeches are included in the report as well as the presenters and topics of six mini-sessions dealing with activities on Oregon campuses.